

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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PROFESSIONAL SERVICES DIVISION

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To: Deans and Directors of Teacher Education
Directors of Multiple and Single Subject Internship Programs

From: Mary Vixie Sandy

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Subject: Implementation of SB 57, Early Completion Internship Option

Introduction

Senate Bill 57 (Scott, Chapter 269, Statutes of 2001) requires that all California Commission on Teacher Credentialing (CCTC) approved internship programs (both university and district) offer an early completion internship option to qualified candidates. Both a summary and the full text of the relevant statute may be found in Appendix A. The early completion option is intended to provide persons who have the requisite skills and knowledge an opportunity to challenge the coursework of a multiple or single subject internship program and demonstrate pedagogical skills through a performance assessment in an accredited teaching internship program. The early completion option is not available to candidates pursuing a Level I or Level II Education Specialist Credential.

Persons who pass the Teaching Foundations Exam, secure an offer of employment from a sponsoring school district and who successfully meet intern program prerequisites are eligible for admission into an early completion internship. Candidates who successfully demonstrate competence on all performance measures of the Teaching Performance Assessment (TPA) and who complete all other credentialing requirements are eligible to be recommended by a program for a five-year preliminary teaching credential. Candidates pursuing a Preliminary Multiple Subject Credential must also pass the Reading Instruction Competency Assessment (RICA). Appendix B displays these requirements

in graphic form.

SB 57 requires the CCTC to adopt an exam that enables candidates to challenge internship coursework by demonstrating pedagogical knowledge through the passage of an examination. The CCTC has adopted the Teaching Foundations exams for this purpose. Developed by a panel of educators, the test specifications for these examinations are designed to determine if candidates possess foundational knowledge necessary for successful teaching. This examination is now available to multiple subject credential candidates and single subject credential candidates in the following areas: English, Social Science, Mathematics, and Science.

Intern Program Amendment Submission

Programs that have been approved to offer multiple or single subject internship programs must submit a program amendment that describes how the program will address the Early Completion Option. This program amendment is due to the CCTC by **May 1, 2003**. All programs that have approved multiple or single subject internship programs must have an “SB 57” Plan in place to continue to be authorized to request intern credentials after August 1, 2003, even if there are no districts in your service area that have indicated that they plan to utilize this option. The program amendment should contain the following sections.

- A narrative description of the program including a description of any coursework and any field experiences that will be required of all early completion interns.
- A list/description of how the program requirements will be met and how the program milestones will be sequenced and met and procedures describing how early completion interns will receive advisement.
- A description of how interns will engage in and successfully complete the TPA including:
 - a.) A description of the TPA plan for those who pass the Foundations of Teaching Exam, and;
 - b.) A description of how interns who do not successfully complete the initial TPA tasks will be provided an individualized plan and matriculated through the “regular” internship program.
- A description of how early completion interns will be linked/articulated with induction programs

Early Completion Intern Program Requirements

Each of the areas in bold print are the milestones of the Early Completion Intern Option. Those items listed in regular font are the statutory requirements. The milestones and requirements are followed by an explanation, which is in italics.

Multiple Subject Requirements

Intern Prerequisites (Needed before employment)

- Character Identification
- Basic Educational Skills (CBEST) passage
- Subject Matter Competence
- U.S. Constitution

Explanation: The above four items are requirements for all intern candidates. They are required as well for this option.

Offer of Employment as an Intern by a School District

As with all internships, this option is only available for those persons who have an offer of employment from a district that is a partner in the internship program.

Requirement that must be met before admission to the Early Completion Option

- Teaching Foundations Exam (which includes)
 - Human Development
 - Special Needs and learning differences
 - English Learners
 - Pupil assessment
 - Classroom Management
 - Teaching Methods (aligned with state content and performance standards)
 - (Reading in the Secondary Exams)

Teaching Foundations exams are currently available in five areas: multiple subject credential candidates and single subject credential candidates in English, Social Science, Mathematics, and Science.

No prerequisite requirements are allowed other than those listed above for the Early Completion Internship option.

Requirements that must be met before Preliminary Credential Recommendation

- Reading Instruction Competency Assessment (Multiple Subject only)
- Technology Exam or Coursework
- Teaching Performance Assessment (TPA)
- Other Instruction Deemed Necessary by the Program for the Preparation of the Candidate

Although the Teaching Foundations Exam includes some content on reading instruction, it is not sufficient to meet the requirements of paragraph (4) of subdivision (b) of Education Code Section 44259. Therefore, all multiple subject candidates must pass RICA before they can be recommended for the preliminary credential. Programs may include coursework in reading to provide the competence to pass the RICA, to teach students with a wide range of literacy backgrounds, and to teach a comprehensive reading program.

*Programs may **not** require coursework in those areas that are covered on the Teaching Foundations Exam for those that have passed the exam. Based on a diagnosis of the Intern's performance on the Teaching Foundations Exam, prior educational experiences, and their classroom performance, the program may require additional coursework. Programs may require advanced coursework in the areas covered by the Exam, but the material covered must clearly be beyond the material that would be addressed in the basic courses offered to other interns.*

Programs may use the results of the Teaching Foundations Exam for those who did not receive a passing score to develop Individualized Plans for interns providing additional growth opportunities in those areas where test results show weakness and waiving preparation in areas of strength.

Knowledge of technology is required of all candidates for multiple and single subject credentials. This may be done by exam or by completing coursework in the program. This may be part of the program coursework, or for those that have considerable experience in this area, the exam may be appropriate. For those who choose the exam option, it may be wise to take the exam early in the program because if they are not successful, they will still have time to enter in appropriate course(s).

Education Code Section 44468 allows Early Completion Option Interns to take the Teaching Performance Assessment as early as feasible and appropriate. If the candidate passes all sections of the TPA and has completed all other required exams, then the candidate should be recommended for a Preliminary Credential and enrolled in the appropriate Induction program. An intern may take the TPA one time only as part of the early completion option.

Prior to the time when the Teaching Performance Assessment is available, programs may use the performance assessment system that is currently used to assess intern candidates in the field experience segment of their accredited intern program.

If the candidate is not successful on the Teaching Foundations exam or one or more sections of the TPA, the person should move into the “regular” internship program. An Individual Program Plan should be developed based on those areas of the TPA that still must be successfully completed. The candidate should take program coursework in those areas of the TPA that need improvement to insure the probability of success on the TPA and other program requirements. When the intern completes the elements of the Individualized Plan and district requirements, and receives a successful performance assessment, including those elements found not fully proficient in the earlier assessment, the intern is eligible for a preliminary credential.

Single Subject Requirements

All of the above requirements pertain to the single subject program, except RICA. The panel that developed the secondary exams determined that reading is sufficiently addressed in the Teaching Foundations Exam and the TPA to confirm Secondary Reading Competence.

Appendix A

SB 57

Education Code Section 44468

44468. (a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program or a single subject teaching credential program the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

(A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(B) Techniques to address learning differences including working with pupils with special needs.

(C) Techniques to address working with English learners to provide access to the curriculum.

(D) Reading instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.

(E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605 and planning intervention based on the assessment.

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

(2) Pass the teaching performance assessment as set forth in Section 44320.2.

(A) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the early completion option. An intern who takes the teaching performance assessment but is not successful may complete his or her internship program. Scores on this assessment shall be used by the internship programs in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern must

retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.

(B) Pending implementation of the teaching performance assessment, an internship program shall provide for early recommendation of an intern for a preliminary multiple subject teaching credential or single subject teaching credential based upon demonstrated competence of the field experience component of the internship program.

(3) Pass the reading instruction competence assessment described in Section 44283, unless the written assessment adopted by the commission pursuant to paragraph (1) is validated as covering content equivalent to the reading assessment.

(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

(b) An intern who chooses the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance assessment required pursuant to paragraph (2) of subdivision (a). Individuals who have passed the written assessment may receive individualized support within the cohort group of like individuals in preparations for the teaching performance assessment.

(c) An intern who challenges the teacher preparation coursework by taking the assessment described in paragraph (1) of subdivision (a) but is not successful in passing the assessment may complete his or her full internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation areas where the intern has demonstrated competence.

(d) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential or single subject teaching credential.

(e) The commission shall issue a professional clear multiple or single subject teaching credential to an applicant whose employing public school district documents, in a manner prescribed by the commission, that he or she has fulfilled the following requirements:

(1) Holds a preliminary five-year teaching credential issued by the commission.

(2) Completes one of the following in accordance with the determination of the employing public school district based upon the experience and individual needs of the applicant:

(A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1)

of Chapter 2 of Part 24, including the California formative assessment and support system for teachers.

(B) An alternative program of beginning teacher induction that the commission determines, in conjunction with the Superintendent of Public Instruction, meets state standards for teacher induction and includes the California formative assessment and support system for teachers or an alternative assessment deemed to meet the standards.

(3) As an alternative to the requirements in paragraph (2), an applicant may choose to complete the California formative assessment and support system for teachers or the equivalent at a faster pace as determined by the Beginning Teacher Support and Assessment System program.

Summary of Components of SB 57

SB 57, signed by the Governor on September 10, 2001, includes three separate components:

Private School Experience

- Codifies credentialing of private school teachers who have demonstrated experience in an accredited private school. Candidate must have two years of rigorous performance evaluations with a rating of satisfactory or better; and satisfy existing requirements for teacher fitness.
- ✓ Waives the student teaching requirement of a program of professional preparation for individuals with three years of experience in the subject and level of the credential sought in an accredited private school.
- ✓ Waives program of professional preparation for individuals with six years of experience in the subject and level of the credential sought in an accredited private school.

(Reference: Education Code Section §44259.2)

Early Completion Intern Program

- Establishes a new strand of the internship program that allows eligible candidates to challenge the coursework portion of teacher preparation by passing the Teaching Foundations examination administered by the Educational Testing Service (ETS). Candidates who pass the exam would enter an internship program at the point where preparation for the teaching performance assessment (TPA) begins.
- ✓ Successful completion of Teaching Foundations examination will serve as a threshold for entrance into the internship program.
- ✓ Candidates who do not pass the TPA can complete a full intern program. Such candidates must retake and pass the TPA in order to be recommended for a preliminary multiple or single subject credential.

- ✓ Intern programs retain control over candidate entrance to, and exit from, the program.
All decisions regarding employment are made by the district.
(Reference: Education Code Section §44468)

Beginning Teacher Support and Assessment (BTSA)/Induction

- Provides for an early completion option for the induction program.
- ✓ Entrance into the early completion option for induction is at the discretion of the employing district and the BTSA program based on TPA results and other teaching quality indicators.
- ✓ Determination of successful completion of, or exit from, the induction phase and recommendation for the professional clear credential is at the discretion of the induction program.

(Reference: Education Code Section §44468)

CDE and CCTC are exploring ways that this program acceleration might occur.

Appendix B

Flow Diagram of SB 57 Early Completion Option

Potential Candidates

Pedagogically Experienced Candidates	Second Career Professionals	Emergency Permit Holders	Pre-Interns	Persons with Partial Credentials	Private School Teachers (less than 3 years)
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Candidate Receives Offer of Employment and is Admitted to Program based on Completion of Prerequisites

District Offers Teaching Assignment (Legal Assignment)	Candidate Meets Program/University Internship Requirements
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Program Elements

Prerequisite Requirements for All Intern Credentials				Required For Early Completion Option Admission	Required Before Multiple Subject Preliminary Credential Recom- mendation	Individual Program Require- ments Based on Diagnostic Review
CBEST (Exam)	Subject Matter Competence (Program or Exam)	U.S. Constitution (Program or Exam)	Character Ident- ification	Teaching Foundations Exam	Reading Competence (RICA) Technology Competence	District or Program Require- ments

Early Completion Option Diagram Continued

After Completion of Prerequisites, Hiring and Admission Take Teaching Performance Assessment (TPA)

Complete Prerequisites Including Foundations Of Teaching Exam before TPA	Program offers Initial Administration of TPA	If Candidate needs improvement on any performance task, candidate moves to “regular” intern program and Intern Program creates <u>Individualized Plan</u> based on TPA assessment, Foundations Exam and Prior Experiences	If Candidate passes all tasks of TPA, and has met all credential and program requirements, including reading and technology, candidate is recommended for preliminary credential
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Elements of Individualized Intern Plan

Analysis of TPA and Foundations Exam results	Determine which program competencies accomplished and arrange supported field experience	Foundations Coursework Including Child Development, Technology, Special needs, Health as necessary	Subject Specific And Generic Pedagogy, as necessary	Reading Instruction Coursework and Performance Competence (MS only)	Pass All Teaching Performance Assessment Tasks
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Program Makes Preliminary Credential Recommendation

Early Completion Option Diagram Continued

Components of Preliminary Credential Recommendation

Complete Intern Credential Prerequisites	Complete Reading Competence And Technology Competence	Completion of Individualized Plan as Necessary	Successful Performance on TPA
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Entry into Teacher Induction Program

Appendix C
Coded Correspondence 02-0013 for SB 57